



EDC 376 Writing Process for K – 12 Writers

Course Syllabus

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Course Description and Objectives

This course will explore and investigate the writing process, writing instruction, writing assessment, writing models, and the use of literature to connect process writing with reading at levels K – 12. The focus will be on investigating various research-based methods of writing instruction, and then based on these and other models, developing and creating methods of planning and instruction that will enable you to become an effective, dynamic teacher of writing. Topics include writing workshop design and implementation, designing and implementing writing rubrics and assessment tools, effectively making the reading / writing connection, and developing a personal philosophy of writing instruction.

Applicable Montana PEPP Standards:

10.58.521

- (a) Demonstrate knowledge of the foundations of reading and writing processes and instruction.
- (a) (ii) Knowledge of a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes.
- (a) (iii) Knowledge of reading components (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation), and how these are integrated in fluent reading and the writing process.
- (a) (iii) An understanding and recognition of the distinct and unique cultural heritage of American Indians.
- (b) Demonstrate knowledge and understanding of individual, cultural, linguistic, and ethnic diversity in the teaching process.
- (c) Demonstrate instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

10.58.508

- (a) Demonstrate knowledge and understanding and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- (b) Demonstrate knowledge and understanding and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.
- (b) (i) Demonstrate a high level of competence in the use of English language arts and demonstrate knowledge, understanding, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- (b) (vii) Demonstrate knowledge and understanding of and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences
- (c) Plan and implement instruction based on knowledge of individual students, learning theory, subject matter, curricular goals, and community.
- (c) (i) Demonstrate understanding of how students within different populations, including Montana American Indians, differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners.
- (c) (ii) Demonstrate understanding of and use a variety of teaching routines and strategies that encourage students' development of critical thinking, problem solving, and performance skills, including the appropriate use of current and emerging technologies.
- (c) (iii) Apply knowledge and understanding of individual and group motivation and behavior among students to develop active engagement in learning, self-motivation, and positive interaction and to create supportive learning environments.
- (c) (iv) Apply knowledge and understanding of effective verbal, nonverbal, and electronic communication techniques to develop inquiry, collaboration, and supportive interaction
- (d) Demonstrate knowledge and understanding of and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student.

Standards Based Course Objectives and Learner Outcomes

1. Find, explore, and discover effective methods of writing instruction
2. Use writing techniques and activities that will help you to connect reading children's literature with writing instruction
3. Explore and understand the various developmental characteristics and potential abilities of young writers in grades K-12
4. Explore and implement the Six-Traits method of writing instruction and discover ways in which this method can be used as both an instructional and assessment tool
5. Have a greater understanding of the diverse writing styles and skills of students as well as your own writing style and skills
6. Develop your own philosophy of effective writing instruction

Montana Common Core Standards for Writing - MCCS

Pick a few grade levels and review grade specific Common Core Standards for Writing

http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php#gpm1_3

Download and review the Montana Common Core Standards for Writing .pdf

<http://opi.mt.gov/pdf/CCSSO/MCCS-ELA/Strands/MCCS-Writing-Standards-K-12-4-26-12.pdf>

Assessment

Learner outcomes will be assessed using scoring rubrics designed to measure the degree to which assigned projects reflect and demonstrate the student's understanding and proficiency in each of the specified outcomes and standards.

Peer assessment and self-assessment are major components of the assessment process. All assessment should be viewed as learning opportunities and indicators of growth, strength, and potential areas of improvement. The goal is that you will adopt this philosophy in the ways in which you teach writing.

Texts

1. Creating Writers Through 6 – Trait Writing, 6th Edition, Vicki Spandel

ISBN-10: 0-13-294410-3

ISBN-13: 978-0-13-297884-2 (Electronic Version)

2. Pick one of the Following:

- The Alchemist, Paulo Coelho
- The Giver, Lois Lowry
- Dear Mr. Henshaw, Beverly Cleary
- Maniac Magee, Jerry Spinelli
- Your own choice of literature suitable for grades 4 – 12

3. A Writer's Reference, by Diane Hacker (I have copies you can use)

Required Materials

Please bring to class each day, text, notebook, folder, and journal. Additional materials may be required for specific projects.

Attendance

Attendance is essential because class experiences cannot be recreated independently. Missing more than three classes will result in your final grade being reduced by 1/3 of a letter grade (i.e. B reduced to B-). If difficulties or special circumstances arise please contact me.

Academic Responsibilities and Accountability

This syllabus represents a learning contract. Your success in the course is dependent upon successful completion of course requirements, assignments, and tasks while maintaining high standards of academic integrity as described in the college catalog on pages 41 - 42. Please review and familiarize yourself with this material.

Grading

All of your work throughout the semester should be kept in a folder portfolio. Your final project will reflect on your self-evaluation of your work and the progress you have demonstrated. The percentages listed below are provided as a guideline to help you to understand the scope and relative importance of the various elements of the course content.

Development of Three Writing Assignments and Rubrics	21 points
Participation / Class Projects / Journal	8 points
Writing Workshop Project	15 points
Writing Lessons and Teaching	21 points
Connecting Reading and Writing	20 points
Final Project	15 points
Grading Range:	
A 95 - 100	B 83 - 86
A- 90 - 94	B- 80 - 82
B+ 87 - 89	C+ 77 - 79
C 73 - 76	C- 70 - 72
D 63 - 66	D- 60 - 62
F Below 60	

Course Outline and Assignments

The specific descriptions of assignments and tasks are listed below. Please be aware that any of these tasks may be modified. You will always be notified of any changes in scope, requirements, sequence, or schedule.

Development of Three Writing Assignments and Rubrics 22 points

Create three unique, original writing assignments. Each assignment should be designed for a different grade level of your choice. For example, create one assignment for grade 4, create a different assignment for grade 6, and create another different assignment for grade 8. Include the following:

- A detailed description of the assignment as written for your students; in other words, the actual assignment you would hand out to your class. Refer to the 6 Traits as needed to help further define the assignment for them. One or two of these assignments may include writing prompts.
- An original, well-designed assessment rubric for the assignment, again, the actual rubric you would give to your class as part of the assignment. Use chapters 2 and 3 in the text to assist you.

Participation / Class Projects / Journal**8 points**

We will strive to create an interactive, dynamic learning environment in which your participation and input is vital. Everyone will teach and learn from each other in an environment that encourages creativity, the free flow of ideas, and a great deal of learning and interaction. It's critical that you come to each class willing to share ideas, information, analysis and evaluation, and provide positive, constructive feedback and reflections. There will be a variety of class projects and activities in which your participation and effort will be evaluated.

Writing Workshop Project**15 points**

Create a series of informative and well-designed materials and handouts for your future students that outline and describe the elements and expectations of a classroom Writing Workshop for the grade level of your choice. This is a rather open-ended assignment; do some research and produce materials that make good sense to you as a writing teacher.

Potential documents may include:

- Expectations and Guidelines
- Process Writing Guidelines
- Sample Rubrics
- Workshop schedule
- Writing examples
- Mini lessons
- Sample assignments
- Others?

Writing Workshop Mini Lessons and Teaching**10 points**

Teach a Writing Workshop Mini Lesson to our class that covers any aspect of writing. Be sure to include a brief writing assignment / exercise to practice the skill or topic covered.

Teaching Writing**15 points**

Using one of the three writing assignments you created, create an original writing lesson plan, which you will teach to the class. If possible, one lesson on the 6-traits will be taught to children at local schools. Plans will be evaluated on the following:

- Creativity
- Clear objectives
- Clear, logical, motivating introduction
- Scope and sequence of activities
- Organization
- Standards based content
- Appropriate adaptations
- Effective presentation
- Clear closing strategy
- Appropriate method(s) of assessment

Connecting Reading and Writing**20 points**

Using your children's literature selection, create ten potential writing assignments that effectively facilitate the student's exploration and understanding of the literature, and explicitly make strong connections between reading and writing.

Final Project**10 points**

At the conclusion of the course, reflect on what you have learned and what questions still remain. Review all of your work and assignments and note areas of excellence as well as areas that can be further refined. What are your strengths as a writing teacher? What areas represent additional challenges for you? Based on what you have learned, what is your philosophy of teaching writing? Based on this philosophy, what are the essential elements of good writing instruction?

After considering all of these things, write a 1 – 2 page creative story that describes a day in the life of a writing teacher. You are the main character. ☺

Course Schedule and Project Due Dates

Week One

8.28 Class 1 - Course Introduction and MTCCS

Week Two (No classes on Labor Day)

Reading: Chapter 1 – Getting Acquainted with the 6 Traits

9.4 Class 2 - Chapter 1 Topics and Writing Workshop

Week Three

Reading: Chapter 2 – Setting the Stage with Writing Process and Writing Workshop

9.11 Class 3 - Chapter 2 Topics and Writing Workshop

Week Four

Reading: Chapter 3 – Making Meaning with IDEAS

9.18 Class 4 - Chapter 3 Topics and Writing Workshop

Week Five

Project Due: Writing Workshop Project

Reading: Chapter 4 – Showcasing the Message with ORGANIZATION

9.25 Class 5 - Chapter 4 Topics and Writing Workshop

Week Six

Reading: Chapter 5 – Making the Heart Beat with Voice

10.2 Class 6 – Chapter 5 Topics and Writing Workshop

Week Seven

Reading: Chapter 6 – Enhancing Meaning and Voice with WORD CHOICE

10.9 Class 7 – Chapter 6 Topics and Writing Workshop

Week Eight

Reading: Chapter 7 – Enhancing Meaning and Voice with SENTENCE FLUENCY

10.16 Class 8 - Chapter 7 Topics and Writing Workshop

WWML: _____

Week Nine

Reading: Chapter 8 – Preparing to Publish with CONVENTIONS AND PRESENTATION

10.23 Class 9 - Chapter 8 Topics and Writing Workshop

WWML: _____

Week Ten

Project Due: Development of 3 Writing Assignments and Rubrics

Reading: Chapter 9 – Going INFORMATIONAL

10.30 Class 10 - Chapter 9 Topics

WWML: _____

Week Eleven

Reading: Chapter 10 – Exploring the World of BEGINNING WRITERS

11.6 Class 11 - Chapter 10 Topics and Writing Workshop

WWML: _____

Week Twelve

Reading: Chapter 11 – COMMUNICATING about Students' Writing

11.13 Class 12 - Chapter 11 Topics and Writing Workshop

WWML: _____

Week Thirteen

Project Due: Connecting Reading and Writing

Reading: Chapter 12 – ASSESSING Our Students

11.20 Class 13 - Chapter 12 Topics and Writing Workshop

WWML: _____

Week Fourteen

Reading: Expanding the Vision

11.27 Class 14 – More Chapter 12 Topics and Writing Workshop

Week Fifteen

Project Due: Final Project

Reading: None

12.4 Class 15 - Project Presentations and Reflections